

To Instructors:

- Believe in the readings...inspire them. Show students that you are invested in each reading.
- Teach active reading – SQ3R...Scan, Question, Read, Recite, Review. Most important is scanning for a few minutes before reading a chapter or article.
- Preview readings in class. It's a good way to transition at the start/end of a class session.
- USE the text and readings in class. Great resource for group meaning-making work.
- If reading is critical, it changes our teaching – it makes the students responsible. If the students know that you will lecture on everything in the reading, many will choose to skip the reading. Start class with a brief sharing of questions and comments from the assigned reading.
- Scaffold skills and approaches. Spend time during the first month teaching students how to read in your discipline. USE your best students to share best practices with their peers.

To Students:

- Read with a pen in hand; write on the book; think of it as a conversation with the author. Bring questions/comments on the readings to share with the class.
- Academic voice...everyone is an historian, sociologist, geographer...bring yourself to the readings
- Students should set high expectations for themselves, but it's OK to need help. Go to office hours, form study groups, use the services at The Hub
- Distinguish between the author's main idea and supporting facts and details.
- Review by paraphrasing; put it in your own words
- Make a vocabulary list every semester; think of vocabulary development as a five to ten year investment. Every discipline has a specialized vocabulary that feels daunting at first. As you get familiar with the discipline, you get more comfortable using that vocabulary. If you learn 50-100 words in a semester, that will add up over time.

-More reading information can be accessed at: www.cabrillo.edu/~mmangin

-Follow-up meeting for Reading in the Social Sciences is Thurs., March 17, 2:30-4:30. Stay tuned.

-Thanks to Nancy Phillips, Lisa Storer, Inga Moses, and Elizabeth Bell of the Cabrillo Reading Department.

1) MATERIALS SELECTION

- a. Reader textbook
- b. Journal articles
- c. News articles/current study reports

2) SYLLABUS SEQUENCING

- a. Front load most theoretical, dense, abstract authors

3) READING STRATEGIES

- a. Demystify process
- b. Skill building
 - i. Easier in May than in January
- c. Social science conventions
 - i. Social science in general ("These are the kinds of skills that will help you succeed not just in sociology but many of your other SS classes.")
 - ii. *literature review*
- d. Reading habits modeled
 - i. Textbook
 - ii. Return essays

4) READING QUESTIONS

- a. "We all come to the class having had differing levels of exposure to social science research."
- b. "These are designed to help you build reading skills and do well on quizzes/exams."
- c. In class alerts for difficult chapters
 - i. "This is a chapter that seems to have been more challenging for some students, so if you are not using the reading questions regularly, this might be an author you would want to use them."
 - ii. "This author has a writing style that can be confusing, even to someone who has read a lot of social science research. If you find yourself getting lost in the chapter, go back to the fundamental question the author is trying to answer. That will help you find your bearings."

5) READING QUIZZES (online)

- a. Very closely align with reading questions (makes the reading questions absolutely vital, esp. for statistics)
- b. Adaptive mode – second chance for partial credit

6) ACTIVE COLLABORATIVE ACTIVITIES

- a. Expectations for high level projects in class
 - i. Ex: organize conference session, create essay prompt

SAMPLE READING QUESTIONS

Elijah Anderson, "The Cosmopolitan Canopy"

- What social policies and forces have contributed to the city of today?
- What is the racial, ethnic, class composition of the RTM? Who goes there and for what purposes?
- What evidence does Anderson provide to support his claim that the RTM is a "place where anyone [can] expect civility"?
- What other social settings in Philadelphia does Anderson suggest are also cosmopolitan canopies? What are the characteristics of these social settings?
- What is "folk ethnography"? What are its purposes? How is it undertaken?
- What are the neighborhoods like in Philadelphia? How does that shape interactions within RTM?
- To what degree do you buy into Anderson's argument that cosmopolitan canopies' "end result is a growing social sophistication that allows diverse urban peoples to get along?" To what degree is this credible to you? Why or why not?